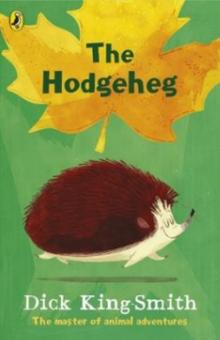
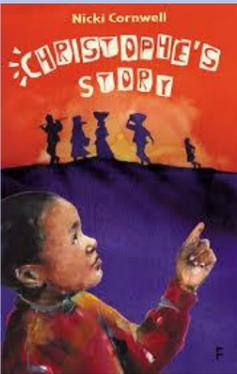
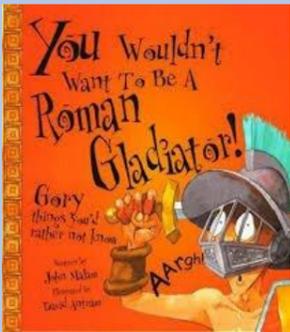
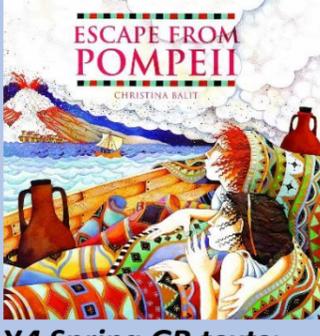
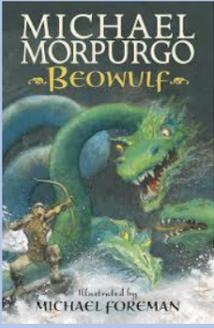
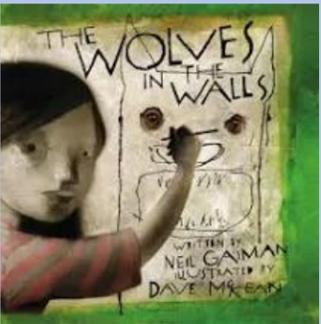


# Long Term Plan Year 4

	1(8weeks)	2(7weeks)	3(6weeks)	4(6weeks)	5(5weeks)	6(7weeks)
Title	Where are we?	Leeds-settlements	Roman Britain / Romans at home	Roman Britain / Vesuvius erupts!	Before/when the Vikings arrive in Britain.	Britain
<b>English</b> Poetry Fiction Non-fiction	<ul style="list-style-type: none"> <li><b>Poetry:</b> Acrostic /Riddles/Free verse Poetry slam- read aloud</li> <li><b>The Hodgeheg</b> by Dick King-Smith <b>Retelling</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Christophe's Story</b>, By Nicki Cornwell. Diary/letter writing as if Christophe.</li> <li>My Name is not Refugee- Writing a <b>letter</b> to an MP to ask for resources for refugees.</li> </ul>	<ul style="list-style-type: none"> <li><b>The Colosseum / Roman Gladiators Non-Chronological report</b> about the colosseum in ancient Rome. Researching / notetaking.</li> <li><b>Instructions</b> on how to build a Roman road.</li> </ul>	<ul style="list-style-type: none"> <li><b>The Colosseum / Roman Gladiators Persuasive advert</b> about the Colosseum to visit as a tourist. Discerning between facts and opinions of visitors. Presenting facts and information.</li> <li><b>Narrative</b> based on 'Escape from Pompeii'</li> </ul>	<ul style="list-style-type: none"> <li>Poetry: Haiku and Kennings</li> <li><b>Beowulf</b> Retold by Michael Morpurgo &amp; BBC animated film. Writing a <b>character description</b> within a setting.</li> </ul>	<ul style="list-style-type: none"> <li>Write a <b>playscript</b> based on <b>The Wolves in the Walls</b>, By Neil Gaiman and perform to the class.</li> <li><b>The Vikings Non-Chronological report</b> about the Vikings. Researching / notetaking.</li> </ul>
Texts	 <p><b>Y4 Autumn GR texts:</b></p> <ul style="list-style-type: none"> <li><b>Mary Anning: The Girl Who Cracked Open the World.</b></li> </ul>	 <p><b>A selection of poetry by:</b> Christina Rossetti, Gervaise Phinn, Robert Hull &amp; Steve Turner</p>	 <p><b>Various NF texts on The Roman Colosseum.</b></p>	 <p><b>Y4 Spring GR texts:</b> <b>Daring Deeds:</b></p> <ul style="list-style-type: none"> <li><b>Nanuck's Tale</b></li> <li><b>Pigeons rule the Roost</b></li> </ul>	 <p><b>Y4 Summer GR texts:</b></p> <ul style="list-style-type: none"> <li><b>Seán and the Sea-Maiden</b> in the <b>Myths of the Sea anthology.</b></li> </ul>	 <p><b>Various NF texts on The Roman Colosseum.</b> <b>Y4 Summer GR texts:</b></p>

# Long Term Plan Year 4

	<ul style="list-style-type: none"> <li><i>Death of the Dinosaurs.</i></li> </ul>	<p><u>Y4 Autumn GR texts:</u></p> <ul style="list-style-type: none"> <li><i>The Song of Sky and Sand. (A book in five chapters)</i></li> </ul>	<p><u>Y4 Spring GR texts:</u></p> <p><u>Daring Deeds:</u></p> <ul style="list-style-type: none"> <li><i>Hummingbird</i></li> <li><i>Leaving Home</i></li> <li><i>Mystery of the Red Moon</i></li> <li><i>Race for the Pole</i></li> </ul>	<ul style="list-style-type: none"> <li><i>The Secret in the Attic</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Odysseus and the Monster</i> in the <i>Myths of the Sea</i> anthology.</li> </ul>	<ul style="list-style-type: none"> <li><i>Real Sea Monsters</i> in the <i>Myths of the Sea</i> anthology.</li> <li><i>A Tale of Two Poggles.</i></li> </ul>
<b>Oracy</b>	Empathy and opinion	How we treat others	Presenting what I know	Linking fact with fiction.	Using a variety of words to describe something.	Prediction about what could happen
<b>Spelling</b>	<p>Homophones</p> <p>gue/que- spelling pattern</p> <p>/k/ sound with a 'ch'</p>	<p>sion- spelling pattern</p> <p>prefixes- dis/mis and re/im</p>	<p>Suffixes- ing/er</p> <p>Plurals</p>	<p>al- spelling pattern</p> <p>Suffixes- ful/ous</p>	<p>Year 3/4 statutory spellings accident, address, answer, business, calendar, century, disappear, enough, important, knowledge</p> <p>recent, remember, separate, special, strength, suppose, though, thought, various, women</p>	<p><b>Soft or hard g-</b></p> <p>Year 3/4 statutory Revision</p>
<b>Maths</b>	<p><u>Short pick-up on Y3 Number and place value:</u> Autumn 1 as needed.</p> <p><u>Maths No Problem Text A</u></p> <p>Numbers to 10 000</p> <p>Addition and Subtraction within 10 000</p> <p>Multiplication and Division</p> <p>Graphs</p> <p>Fractions</p> <p>Time</p>			<p><u>Maths No Problem Text B</u></p> <p>Decimals</p> <p>Money</p> <p>Mass, Volume and Length</p> <p>Area of Figures</p> <p>Geometry</p> <p>Position and Movement</p> <p>Roman Numerals</p>		
	<p><u>Early Bird:</u> 3 x per week, practising our number skills &amp;/OR <u>Number Intervention work.</u></p> <p><u>TTRS:</u> Practising online / Homework tasks set each week.</p>			<p><u>Early Bird:</u> 3 x per week, practising our number skills &amp;/OR <u>Number Intervention work.</u></p> <p><u>TTRS:</u> Practising online / Homework tasks set each week.</p>		
<b>Science</b>	<p><b>Living things and their habitats:</b> <i>How do we identify living things?</i></p>	<p><b>Electricity:</b> <i>What is an electrical circuit?</i></p>	<p><b>States of Matter:</b> <i>Is this solid, liquid or gas?</i></p>	<p><b>Animals including humans:</b></p>	<p><b>Sound:</b> <i>What is sound?</i></p>	

# Long Term Plan Year 4

	<b>Skelton Grange</b>				<b>What happens when we eat?</b>	
<b>Computing</b>	<b>Computer networks and systems:</b> Collaborative learning <b>Online safety lesson 1</b>	<b>Programming 1:</b> Coding with Scratch <b>Online safety lesson 2</b>	<b>Creating media:</b> Web design <b>Online safety lesson 3</b>	<b>Skills:</b> HTML <b>Online safety lesson 4</b>	<b>Programming 2:</b> Computational thinking <b>Online safety lesson 5</b>	<b>Data Handling:</b> Investigating weather <b>Online safety lesson 6</b>
<b>Geography/History</b>	<b>Leeds-</b> <i>Our school in Crossgates, Crossgates and Leeds Centre. Using plans, photos, maps and sketch maps: locate, give directions, describe land use and locate waterways. Rivers-</i>	<b>Village settlers –</b> <i>Early settlers and settlements, discovering old settlements from their names, mapping symbols (OS), comparing towns and cities, road links.</i>	<b>The impact of the Romans on Britain / Britain when the Romans left</b>  <b>Volcanoes- Why do people live near volcanoes?</b>	<b>The Vikings and the Anglo-Saxons struggle for power in Britain.</b>		<b>Mapping Britain</b> <i>Counties – Leeds and Yorkshire. Where was Danelaw? Rivers of the UK. Positional and directional language / grid references.</i>
<b>PE</b>	<b>Swimming Ball Skills</b>	<b>Swimming Skipping/ Agility, Balance and Coordination</b>	<b>Swimming Skipping / ABC (with apparatus in the hall)</b>	<b>Swimming Dance</b>	<b>Swimming Gymnastics</b>	<b>Swimming Outdoor games /ball skills</b>
<b>PSHE /RSE</b>	<b>Families and relationships (8lessons)</b>	<b>Health and Wellbeing (7lessons)</b>	<b>Citizenship (7lessons)</b>	<b>Economic Wellbeing (6lessons)</b>	<b>Safety in the changing body (8+lessons)</b>	
<b>Art / DT</b>	<b>Autumn 1:</b> <b>Leodis,</b> Photographs of Leeds, past and present. The work of <b>John Atkinson Grimshaw (1836 – 1893)</b>		<b>Art</b> The work of <b>Antoni Gaudi (1852-1926)</b>		<b>Summer 1:</b> <b>2d</b> Dragon eyes. Watercolour, pastel. <b>3d</b> Mythical creatures – clay dragon eyes <b>Summer 2:</b>	

# Long Term Plan Year 4

	<p>Link with Kapow unit 1 – drawing exploring tone, texture and proportion Working in: pencil, pen, paint, pastel. Using cameras and sketches to record our environment.</p> <p><b>Autumn 2:</b> <b>2d into 3d (Kapow Y3/Y4 units) Pavilions</b> <b>Christmas art: cards and calendars</b></p> <p><b>DT</b> <b>Structures:</b> Continue to develop KS1 exploration skills, through more complex builds such as a pavilion and bridge. <b>Pavilions</b></p>		<p>Mosaic based work – drawing inspiration from Gaudi or Ancient Rome (sketch, collage, material/stitching and gluing)</p> <p><b>Kapow unit for inspiration – sculpture and 3d</b></p> <p><b>DT</b> <b>Cooking and nutrition:</b> develop understanding of a basic recipe and adapt it to suit a target audience. <b>Muffins / biscuits</b></p>		<p><b>2d into 3d:</b> a re-visit</p> <p><b>DT</b> <b>Mechanisms:</b> Extend the pupil's understanding of individual mechanisms to form part of a functional system. <b>Slingshot cars</b></p>	
<b>Music</b>	<b>External- Charanga Artforms</b>	<b>External- Charanga Artforms</b>	<i>External-WCIT (We create)</i> <i>Ukulele</i>	<i>External-WCIT (We create)</i> <i>Ukulele</i>	Charanga (Lean on me) KM	Charanga (Lean on me) MDW
<b>MFL</b>	<b>French</b>	<b>French</b>	<b>French</b>	<b>French</b>	<b>French</b>	<b>French</b>
<b>RE Leeds SOW</b>	<p>How do ancient stories influence modern celebrations? <b>Core</b> How do creation stories help people understand the world? <b>Focus</b></p>		<p>How do the lives of the Gurus inspire Sikh believers? <b>Core</b> Why do people follow inspirational leaders? <b>Focus</b></p>		<p>How do people express their spirituality? <b>Core</b> How are stories of holy week important to Christians? <b>Focus</b></p>	
<b>Visits</b>	Harewood house workshop (Science)	Local area walk (Geog)		Bike sense	TBC (History based)	
<b>British Values</b>	Tolerance/respect, democracy, Rule of law		Individual liberty		Tolerance/respect, democracy	Tolerance/respect, democracy

# Long Term Plan Year 4

**Whole School  
Events**

**Black History Month**

**Safer Internet  
Week**

**Science Week  
Sports day**